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NEWS & REPORTS

www.sde.state.id.us/dept

A message from the state superintendent

Reforms provide teachers opportunity

This back-to-school issue of News & Reports is full of school reform topics that have occupied our attention and required our energy in recent years.

In a way, this is a mid-term report on new processes being put into place or older processes now being refined. New or old, these reflect the imperative to improve student achievement, with a special focus on those who might have been "left behind" at one time.

Now our deliberate inclusion of all students is institutionalized as our attention is drawn to the scores of each sub-population and their needs and as more responsibility is given to districts to decide where and how improvements can be made.

Among the articles inside is one on high school reform. Yet, this is more than a "high school" concern. More learning opportunities for high school students in the form of increased graduation requirements carry implications that extend into the middle and elementary grades.

Idaho is not the only state grappling with new expectations of students. Recently both the National Governors Association and the Council of Chief State School Officers looked at high school programs and concluded more is needed.

At the summer CCSSO meeting, it seemed that everyone had read or heard about Thomas Friedman's new book, *The World is Flat*, and the possibility that the United States may lose its pre-eminence early in this century. India and China, countries with strong economies and strong educational traditions, are building societal infrastructures to make themselves centers of manufacturing and entrepreneurship. And in the "flat world" that Friedman describes, advanced technology means any company can hire its workers and locate its business where the costs are lowest and production highest.

The U.S. is threatened in three ways:

► We have a devastating achievement gap that will threaten America's



Dr. Marilyn Howard
Superintendent of Public Instruction

future economy if workers are unable to provide for themselves and their families and contribute to our country's wealth.

► Other nations with strong economies are investing their resources to build human capital, anticipating a payback in the next 20 years in the form of a highly skilled and highly motivated workforce.

► Participatory citizenship is declining in the U.S. just as democracy is beginning to thrive elsewhere. Today the United States ranks 140th out of 163 industrialized nations in the percentage of citizens who vote, and 60 percent of our youth believe it is not important to be involved in state or national political life.

All of this makes the world a scary place, and, not surprisingly, the business community is turning to education to resolve the threats that face our country. Put simply, we feel pressured to have our students learn more.

As educators, however, we know

that will not be enough. Having knowledge is important. But even more important is how our students use their minds and their content knowledge to identify problems, find solutions, and think creatively to further or improve their work.

Too often discussions of what we expect of our students in a competitive world focus on math and science. From time to time, a specific need may focus the spotlight on some other subject, as when the U.S. Department of Defense recently encouraged more study of foreign language as a way to understand the cultures of other peoples and nations if the United States is to remain a global power in business, education and international affairs.

But limiting the conversation to a few subjects overlooks the fact that the performance areas of music, art, physical education, and many vocational programs allow students to demonstrate their learning, to operate in an atmosphere of both cooperation and competition, and to integrate learning from many disciplines in order to achieve at higher and higher levels. Perhaps we should look to those areas as models for all of education as a way to give students a chance to use their knowledge and skills publicly.

Yes, Idaho's educators are being charged with a grave responsibility. It is also a great opportunity.

Idaho's teachers are to prepare our children with what they need to know. But teachers must also prepare them for uncertain futures.

For that, teachers will have to foster in their students courage along with responsibility, resilience along with friendship, and enthusiasm along with dependability.

Above all, our teachers will give students hope that they can and will succeed in this new, flattened world. Our nation's long-term preeminence depends on the students in our classrooms today and on the educators who understand how important this work is.

Want to comment? Mark your calendar now

By Allison Westfall
State Department of Education

The changes proposed for education this fall almost make your head spin.

Keeping track of what's happening and how you can participate is a challenge.

This issue of News & Reports provides a overview of the hot topics facing K-12 education this fall and with each report we've included information on various public meetings.

But sometimes it's good to have all the information in one spot so here is a roundup of activities planned for the next few months.

Budget discussions

Superintendent of Public Instruction Marilyn Howard and Chief Deputy Superintendent Jana Jones will met with local school board trustees and parent groups. (**See story on front page.**)

Most meetings will be held in the evening beginning at 7 p.m.

Sept. 8 Boise

Sept. 13 Twin Falls

Sept. 14 Pocatello

Sept. 15 Rexburg

Sept. 19 Grangeville*

Sept. 20 Moscow

Sept. 21 Post Falls

Sept. 28 Weiser

*Tentative date.

For more information contact Donna Lake at 1 (208) 332-6811.

Physical education initiative

A proposal to increase the physical education requirements in schools will be discussed in public hearings in September. (**See story on Page 3**)

All hearings begin at 7 p.m.

Sept. 13 Coeur d'Alene Inn & Conference Center

Sept. 14 Lewis and Clark State College Williams Conference Center, Lewiston

Sept. 15 Airport Holiday Inn, Boise

Sept. 20 Shilo Inn Conference Center, Idaho Falls

Sept. 21 Idaho State University, Pond Student Union Building, Pocatello

Sept. 22 College of Southern Idaho, Herrett Center, Twin Falls

For more information contact Barbara Eisenbarth at 1 (208) 332-6940.

Note: With the exception of the Boise hearing, these also are the sites and dates for the fall accreditation meetings.

Middle & high school reform

A high school reform summit will be held **Sept. 23** at Boise State University. The event will feature state and national experts. (**See story on Page 3**)

Public hearings on the proposed high school and middle school changes will be held at 6:30 p.m. on the following dates:

Oct. 5 Idaho Falls

Oct. 6 Pocatello

Oct. 12 Boise

Oct. 13 Twin Falls

Oct. 18 Lewiston

Oct. 19 Coeur d'Alene

For more information contact Christine Ivie at 1 (208) 332-1577.

Teacher preparation standards

Several rule changes have been proposed for teacher certification and teacher preparation including:

Standards

Endorsement

Code of Ethics

Exceptional Child

Reading in the Content Area

ROTC

A hearing on the changes has been set for 7 to 9 p.m. **Sept. 12** in Boise. Participants in other areas of the state can participate by telephone by dialing 1 (877) 807-5706 and using Code 786878

For more information contact Patty Toney at 1 (208) 332-6938.

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State Department of Education not to discriminate in any educational programs or activities or in employment practices. Inquiries regarding compliance with this nondiscriminatory policy may be directed to State Superintendent of Public Instruction, P.O. Box 83720, Boise, Idaho 83720-0027, (208) 332-6800, or to the Director, Office of Civil Rights, Seattle Office, U.S. Department of Education, 915 Second Avenue, Seattle, WA 98174-1009, (206) 220-7800; FAX (206) 220-7887.



NEWS & REPORTS

www.sde.state.id.us/dept/

Howard seeks funding boost for schools

Superintendent of Public Instruction Marilyn Howard will ask lawmakers to increase funding for K-12 education.

The more than \$1 billion request would support an increase in base salaries for school staff and an increase in classroom support.

Howard said improvements in basic support for schools is vital.

"Poor economic times have led the state to shortchange school funding, forcing districts to

rely more on local property taxes," she said. "We must reverse this trend."

She also will ask the Legislature to provide funds for new initiatives being proposed for schools.

"Four years of flat budgets have taxed the capacity of districts to implement new state programs," Howard said.

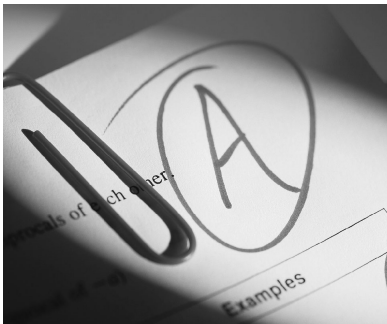
"Any new expectations from the state should include the funds to ensure their success."

State superintendent to meet with trustees, parents

Superintendent of Public Instruction Marilyn Howard and Chief Deputy Superintendent Jana Jones will meet with local school trustees and parent teacher association members to discuss the budget proposals in September. Tentative dates and locations are:

Sept. 8 Boise
Sept. 13 Twin Falls
Sept. 14 Pocatello
Sept. 15 Rexburg
Sept. 19 Grangeville
Sept. 20 Moscow
Sept. 21 Post Falls
Sept. 28 Weiser

Major K-12 changes pending



Standards & testing

Idaho's standards and tests will undergo a major overhaul this fall.

Changes include:

- Identify and organize standards by grade level
- Create a K-12 curriculum document
- Develop a new design or blueprint for the ISAT
- Create new ISATs for Spring 2006
- Establish new proficiency scores for each test

Details Page 2



High school reform

If adopted, a new state proposal would dramatically change middle and high schools.

Highlights include:

- To enter the 9th grade, students must have a "C" grade point average in core subjects and pass Algebra I
- To graduate from high school, students must earn more math and science credits and take a college entrance exam

Details Page 3



Physical education

A new state proposal aims to increase the physical education instruction Idaho students receive.

Proposals include:

- Requiring 150 minutes per week in elementary schools
- Requiring four credits in middle grades
- Requiring two P.E. credits for high school graduation
- Funding more P.E. staff in school districts

Details Page 3



Teacher qualifications

State and federal rules and laws change the qualifications for teachers.

Starting in 2006, Idaho teachers must:

- Meet new state certification requirements
 - Meet federal Highly Qualified Teachers standards
- Districts and charter schools that fail to ensure their staff meet these requirement may lose state funding or be identified for improvement.

Details Page 6

School, district accreditation process gets major upgrade

Fall accreditation meetings

Sept. 13 Region I, Coeur d'Alene Inn and Conference Center

Sept. 14 Region II, Lewis and Clark State College Williams Conference Center, Lewiston

Sept. 16 Region III, Hampton Inn & Suites Idaho Center, Nampa

Sept. 20 Region VI, Shilo Inn Conference Center, Idaho Falls

Sept. 21 Region V, Idaho State University, Pond Student Union Building, Pocatello

Sept. 22 Region IV, College of Southern Idaho, Herrett Center, Twin Falls

More information

A timeline for implementing the new accreditation system, draft indicators for school and district accreditation, and an "old vs. new" accreditation comparison are available at: www.sde.state.id.us/accreditation.

Idaho's accreditation process is changing dramatically and educators will have the opportunity this fall to shape the new system.

Earlier this year, the Legislature approved new accreditation standards and a new requirement for districts to be accredited.

The new standards will focus more on student achievement and other results.

The 2005-06 will be a transition year for schools and districts as the details of the new system are finalized.

For 2005-06, school accreditation ratings will remain the same. However, administrators will be expected to start a new Continuous Improvement Plan or CIP this fall.

The CIP incorporates required plans for federal and state programs into a single web-based application.

The CIP tool and the new accreditation standards and indicators will be reviewed with principals and other administrators at meetings throughout September.

The goal is to finalize the indicators and refine the CIP tool for full implementation in the fall 2006.

Schools participating in the Northwest Association of Schools and Colleges accreditation process will need to complete a separate report.

Shannon Page is coordinating the implementation of the new accreditation system. She may be reached at 1 (208) 332-6942.

Individuals with questions about Northwest accreditation should contact Mary Hoyle at 1 (208) 332-6942.

SDE teams making a difference for districts

From shepherding the state's new accreditation system to planning statewide professional development, new teams at the State Department of Education are making a difference for Idaho's districts and schools.

Last spring, the department launched new teams made up of personnel from programs across the department.

The goal of the team effort is to make services to districts more efficient, effective, and based on identified needs.

One of the first team products educators will see is a web-based application that will combine various federal and state reports. (See story [this page.](#))

Instead of completing multiple reports and plans, local administrators can use the online tool to complete a single report, reducing the

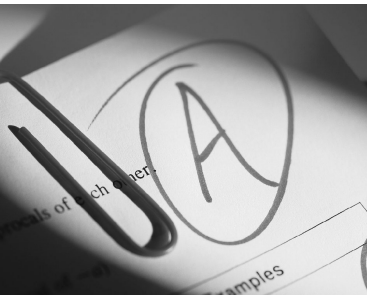
Teams

The State Department of Education has formed six teams to address goals and objectives of its strategic plan. The teams are:

- Improving Student Achievement
- Assessment & Data Analysis
- Educator Quality & Leadership
- Accountability & School Improvement
- Educator Quality & Leadership
- Partnerships, Networks & Innovation
- Organizational Improvement

paperwork required by the state.

This year, districts' staff will be able to participate in leadership training, parent involvement workshops, and paraprofessional training.



ISATs, standards to change

Why are the tests changing? And answers to other questions

Why is the ISAT changing?

Federal law requires that assessments used to measure Adequate Yearly Progress meet specific requirements. Two independent studies of the ISAT found flaws with the design of the test, specifically with the alignment of the questions to the Idaho standards. To correct these deficiencies the test must be repaired.

Are the studies of the ISAT available for review?

Yes. The two studies are: Northwest Region Education Laboratory 2003: <http://www.sde.state.id.us/dept/docs/standards/nwrelisatalignment.pdf> and Human Resources Research Organization 2005: <http://www.boardofed.idaho.gov/saa/ExtReview-May2005.asp>

Will the proficiency scores change & why?

An independent review also recommended that the proficiency levels (advanced, proficient, below basic, and basic) set for grades 2-9 needed to be reviewed with actual data and a recognized standards setting process used. New passing scores are expected to be set this fall and in place for Spring 2006. It is possible the 10th grade proficiency scores could change.

Why are the standards being reorganized and revised?

Idaho's standards are not currently organized in a way that creates clear expectations for what students are expected to know and do in specific grade levels and subjects. Without this clear progression of skills from grade level to grade level, it is difficult to design a test to comprehensively measure a student's mastery of the standards. In addition, Idaho teachers, content specialists, and experts have identified areas where gaps exist in the standards.

Are the current achievement standards going away?

No. The standards will be included in the policy and curriculum standards. Teachers, administrators, and the public will be able to see the standards identified in the new documents. Some standards may be revised or expanded to provide more specific information or clarity.

Who is doing this work?

The reorganization of the standards and the revision of the ISAT is being led by staff in the State Department of Education and the Office of the State Board of Education working with Idaho teachers.

Will teachers be involved?

Yes. Grade level subject area teachers will be asked to review and revise drafts of the policy and curriculum standards.

When will this work be done?

The goal is to have the standards revised and new test designs created by the end of October in order to revise the 2006 Spring ISAT. All other content areas are expected to be completed by April 2006.

Will schools and students be held accountable for the spring 2006 results?

Yes. The Spring 2006 tests will be used to determine adequate yearly progress for schools and high school graduation.

How can we hold schools accountable for standards they haven't had time to incorporate into instruction, and students to something they haven't had a chance to learn?

The goal for Spring 2006 is to select ISAT items or questions that are aligned to both the current standards and the revised standards.

Who at the State Department of Education can I call for more information?

Please contact Jana Jones, Gail Rochelle, or Chris Hanson at the State Department of Education at 1 (208) 332-6800 or 1 (800) 432-4601.

Assessments get overhaul to meet federal requirements

A major overhaul of the state's assessment and standards is under way with an aggressive timeline to finish the majority of the work by the end of October.

Identifying the problem

Two independent studies identified problems with the alignment of ISAT questions to the state's achievement standards.

The studies showed some standards areas were not adequately covered, meaning too few questions were asked to determine if the student had mastered the standard; some standards were not assessed; and other standards were over assessed.

In addition, the studies found that some questions did not adequately measure the difficulty of some standards. To ensure that the ISAT meets quality test standards as well as federal requirements, the problems must be corrected.

The 2005 study and a national testing expert also found fault with how the state's achievement standards are organized.

Those faults include a lack of progression of the standards from grade to grade, some standards were written to guide instruction rather than to identify what students should know, and

Timeline

The state has set an aggressive and challenging timeline for changes to the ISAT to be in place by Spring 2006. To meet that deadline, the revised standards and new test blueprints must be completed by the end of October.

some standards are too vague. These problems are directly related to the alignment issues and must be addressed to improve the ISAT.

Revising the ISAT will take more than adding or deleting test questions. It will include:

- ▶ Reorganizing and revising the standards (see example below)
- ▶ Creating a new blueprint or design for the ISAT
- ▶ Writing new tests based on the blueprint
- ▶ Setting new proficiency scores
- ▶ Writing new grade level achievement/proficiency standards by subject.

Reorganizing the standards

A national expert has advised the state to reorganize its standards into a format that creates "policy standards" and a K-12 curriculum standards document.

The policy standards are clear statements of what students are expected to know and be able to do in a specific grade level or required high school class.

The curriculum standards identify the specific content skills and knowledge students need to master the policy standard.

Department content specialists working with Idaho teachers will reorganize and revise the standards into the policy and curriculum standards. A sample of draft policy and curriculum standards is shown below.

Revising the tests

Repairing the test begins with the revised policy standards. State Department of Education and the Office of the State Board of Education staff will use the standards to create new test blueprints.

The testing contractor will use the blueprint to construct new ISATs using items written and reviewed for alignment by Idaho teachers. Department content specialists will review the tests. The tests also will undergo a review for bias.

For Spring 2006, the goal is to use items that are aligned to both Idaho's current achievement standards and to the reorganized standards.

Organization of standards will differ, gaps will be addressed

Samples of revised standards (Numbers are references to current standards)

GRADE 4 ENGLISH/LANGUAGE ARTS/COMMUNICATION CURRICULUM STANDARDS

Standard 1: READING: Reading Process

Students in Grade 4 use common roots and word parts derived from Greek and Latin to decode and analyze the meaning of complex words. Students apply knowledge of syllables types, syllable patterns, and context clues to decode and determine the meaning of unknown words in a passage. Students in Grade 4 are expected to read independently with fluency and accuracy.

*This is a **policy standard**. It describes in detail what a student should know and be able to do at specific grade level. Policy standards will be assessed on the ISAT.*

Strand 1: Concepts about Print/Text

4.1.1 Identify differences of various print formats, including newspapers, magazines, book, and reference resources. (707.01.; 707.03.; 707.04.; 707.05)

4.1.2 Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print.

4.1.3 Identify and locate features that support text meaning (e.g., graphs, tables, diagrams, maps, charts, illustrations). (707.05.b.)

Strand 2: Phonological Awareness

No additional indicators at this grade level.

Strand 3: Decoding and Word Recognition

4.1.4 Use knowledge of common root words and word parts derived from Greek and Latin and affixes to decode unknown words.

4.1.5 Use knowledge of syllable types and syllable patterns to decode unknown words. (707.01b.)

4.1.5 Recognize compound words, contractions, and abbreviations.

4.1.6 Read aloud grade-level-appropriate text with fluency and accuracy from 120-180 correct words per minute (see Hasbrouck & Tindal, 2005).

Timeline

Below are some key dates in the timeline to overhaul state standards and assessments:

▶ **September:** Finalize revisions to communication and language arts standards; construct reading and language usage test blueprints; begin writing test questions for reading language usage

▶ **October:** Finalize revisions to math and science standards; Construct math and science test blueprints; Set cut scores for grades 2-9

▶ **November:** Review standards with district curriculum directors; meet with administrators in each region.

Who is Norman Webb?

Both of studies of the ISAT used an analysis model developed by Norman L. Webb of the Wisconsin Center for Education Research.

The State Board of Education has contracted with Webb to assist in a reorganization of the state's achievement standards and create of new design or "blueprint" for the ISAT.





State eyes high school reform

Fall summit, public hearings to focus on proposed changes

The public and educators will be asked this fall to comment on sweeping reforms proposed for middle and high schools in Idaho.

The proposed rule changes were developed by a state Accelerated Learning Task Force and were given preliminary approval by the State Board of Education in August.

Superintendent of Public Instruction Marilyn Howard served on the task force that developed the proposals.

“Our goal is to prepare our students to be successful when they leave high school whether they pursue more education or enter the workforce,” Howard said. “Research shows that students who take a more challenging course of study are better equipped.”

The changes are aimed at better preparing students for college and entry into the workforce.

A High School Reform Summit will be held Sept. 23 at Boise State University. Public hearings are planned for October.

The State Board of Education must review the rules again in November prior to forwarding them to the Legislature for final approval.

The new rule and policy changes include:

►Increase the number of required math credits from four to eight and science credits from four to six to graduate from high school.

►Require that eight elective credits be “career focused.” Career focus electives would relate to a student’s postsecondary readiness plan and could include subjects like art, music, debate, drama, computer science, etc.

►Require students to take a college placement exam by the end of 11th grade.

►Require students to complete a senior project.

►Ensure every Idaho high school offers advance opportunities for students like Advanced Placement, international baccalaureate, and dual credit.

►Require a postsecondary readiness plan by the end of 6th grade. Students would create a plan with the assistance of a counselor and their parents to take classes that relate to their interests and educational goals after high school.

The plan can be changed to accommodate new interests and career goals.

►Create a cumulative “C” average requirement for middle school students in math, science, language arts and social studies.

►Require successful completion of pre-algebra before entering 9th grade.

Research shows increasing requirements in high school increases the college going rate for all students.

Idaho has one of the top high school graduation rates in the country, but one of the lowest college attendance and graduation rates.

Sept. 23 summit

A high school reform summit will be held Sept. 23 at Boise State University. The event will feature state and national experts.

Reform public hearings

Public hearing on the proposed high school and middle school changes will be held in each region on the following dates:

Oct. 5 Idaho Falls

Oct. 6 Pocatello

Oct. 12 Boise

Oct. 13 Twin Falls

Oct. 18 Lewiston

Oct. 19 Coeur d’Alene

For details visit: www.idahoboardofed.org

Proposed Changes High School Grades 9 through 12		
	Current Requirement	Proposed Requirement
Language Arts	9 credits	9 credits
Mathematics	4 credits	8 credits (including Algebra I, Geometry, and Algebra II)
Science	4 credits	6 credits (All lab)
Social Studies	5 credits	5 credits
Humanities	2 credits	2 credits
Health	1 credit	1 credit
Physical education	0 credit	2 credits * *part of separate proposal
Postsecondary Readiness Plan	Four-year Learning Plan at the end of the eighth grade	Postsecondary Readiness Plan at the end of sixth grade.
Career Focus Electives Tied to Postsecondary Readiness Plan	0	8
Electives	17	7
Senior Project	None	Required including oral presentation, project, and written report
College Entrance Exam	None	ACT, SAT, or Compass by the end of 11th grade
Total credits required by state for graduation	42 credits	46 credits (plus a possible two more for P.E.)
Proposed Changes Middle Schools Grades 6-8		
“C” Average	No cumulative grade average required	Cumulative C average in content area courses: math, science, language arts, and social studies
Pre-Algebra	No requirement	Successful completion before entering ninth grade
Postsecondary Readiness Plan	Four-year Learning Plan at end of eighth grade	Postsecondary Readiness Plan at end of sixth grade



Proposal seeks to boost P.E.

Idaho’s physical education teachers, the Idaho Parent Teacher Association, the State Department of Education, and other groups are seeking a change to the physical education requirements in Idaho schools.

In June, the State Board of Education approved a proposed rule to establish specific p.e. requirements in elementary, middle, and high schools.

Recent national studies have drawn attention to the alarming increase in childhood obesity and juvenile diabetes. It is estimated that about 15 percent of children are overweight, and a lack of daily exercise helps contribute to the problem.

State Department of Education Health Specialist Barbara Eisenbarth said there is growing evidence to suggest that physically unhealthy students

Proposed physical education requirements for Idaho	
Elementary	150 minutes a week
Middle/junior high	4 credits
High school	2 credits

also are not as ready to learn as other students.

Specific state requirements for physical education were eliminated in 1997, when State Board of Education rules were eliminated and replaced with more streamlined rules that left the decision on how much instructional time would be devoted to physical education to local school districts.

Eisenbarth said that while many dis-

tricts kept P.E. requirements in place at the high school, the instruction in elementary and middle schools has been reduced in many districts.

More than a year ago, p.e. teachers developed new standards for physical education in schools. Those standards were approved by the State Board in 2004. The group then discussed asking for specific time or credits for p.e. be established.

Eisenbarth said the department would like to see the increased state requirements phased in over three to five years beginning with elementary schools.

After the September public hearings, the State Board of Education must review the rules again in November prior to forwarding them to the Legislature for final approval.

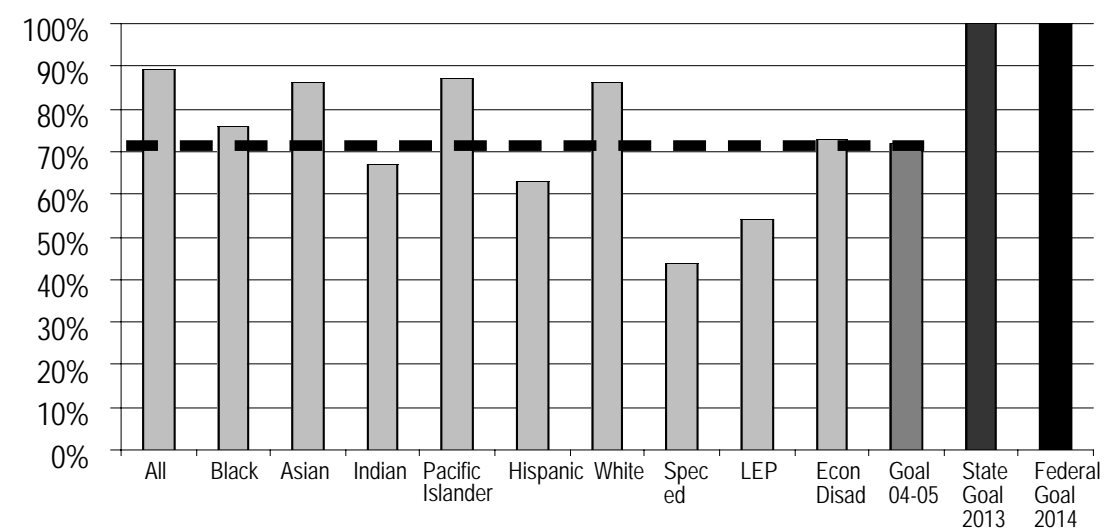
P.E. public hearings

All hearings begin at 7 p.m.
Sept. 13 Coeur d’Alene Inn & Conference Center
Sept. 14 Lewis and Clark State College Williams Conference Center, Lewiston
Sept. 15 Airport Holiday Inn, Boise
Sept. 20 Shilo Inn Conference Center, Idaho Falls
Sept. 21 Idaho State University, Pond Student Union Building, Pocatello
Sept. 22 College of Southern Idaho, Herrett Center, Twin Falls
For more information contact Barbara Eisenbarth at 1 (208) 332-6940.

Idaho School Report Card 2004-05

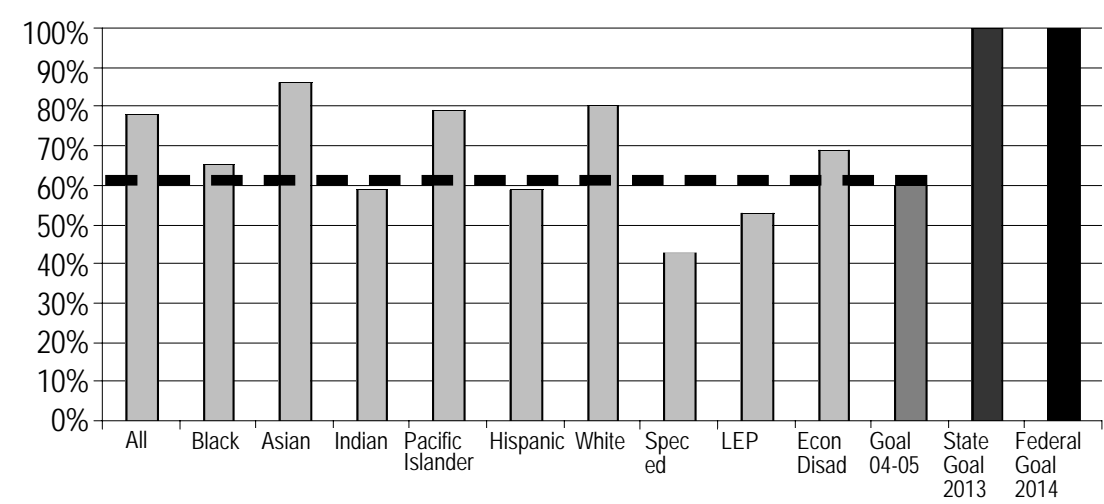
The goal for schools, districts, states, and the nation is for all students to be proficient in reading and math as measured by tests given to students in grades 3 through 8 and 10. Idaho uses the Idaho Standards Achievement Test (ISAT) and the Idaho Alternate Assessment (IAA) to measure student proficiency. The accountability information on this page combines data from all the grades tested. Accountability reports for every school and district are available online at www.sde.state.id.us/dept.

Reading: % Proficient or Better in 2004-05



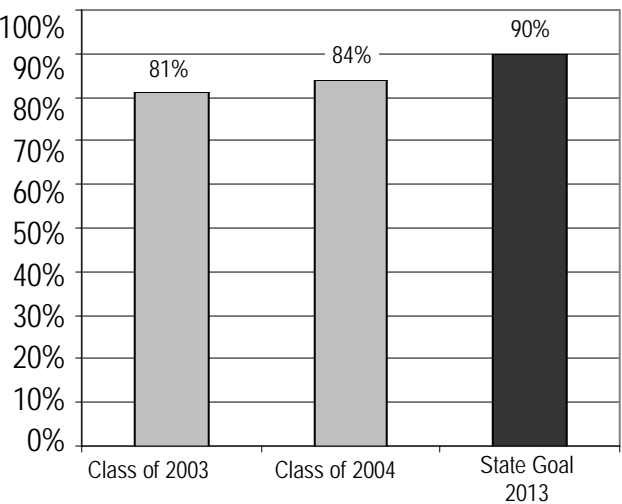
State misses some of its reading proficiency goals: The 2004-05 goal for reading was for 72% of students to score proficient or better on the ISAT or IAA. The chart above shows that the goal was missed by Native American, Hispanic, special education, and limited English students. **State meets all its percent-tested goals in reading:** In 2004-05, Idaho met or exceeded its goal of testing 95% of all students and 95% of students in nine groups.

Math: % Proficient or Better in 2004-05



State misses some of its math proficiency goals: The 2004-05 goal for math was for 60% of students to score proficient or better on the ISAT or IAA. The chart above shows that the goal was missed by Native American, Hispanic, special education, and limited English students. **State meets all its percent-tested goals in math:** In 2004-05, Idaho met or exceeded its goal of testing 95% of all students and 95% of students in nine groups.

Third Academic Indicator: Graduation Rate



State makes graduation rate goal: The 2004-05 AYP goal was for the state, districts, and high schools to maintain or improve their graduation rates. This is the first time graduation rate has been used for accountability monitoring. In Idaho, the State Board of Education has set a goal for the graduation rate to reach 90 percent with the Class of 2013.

Districts, local education agencies identified for improvement

Below are school districts or local education agencies identified for improvement 2004-05. * Indicates Improvement Year 1 status and ** indicates Improvement Year 2 status; ! indicates first year of progress made to move out of improvement status, but the district is on alert for another category.

Basin**
Blackfoot**
Boise**
Bonneville**
Boundary**
Buhl Joint**

Caldwell**
Cassia County**
Clark County**
Emmett**
Firth**
Fremont County**
Fruitland**
Gooding**
Hagerman!
Idaho Falls**
Idaho School for the Deaf and Blind*
Jerome**
Kuna**
Lake Pend Oreille**
Lapwai**
Middleton**
Mountain Home**
Notus**

Orofino!
Payette**
Plummer/Worley**
Post Falls**
Preston**
Salmon**
Shoshone**
Snake River*
Soda Springs**
Sugar-Salem
Teton County**
Valley**
Vallivue**
West Jefferson*

Below are the school districts that were in Year 1 improvement in 2003-04 and made AYP in 2004-

05. If the districts make AYP in 2005-06 they will no longer be identified for improvement. If they don't continue to improve in 2005-06, they could move to Improvement Year 3.

Bliss
Coeur d'Alene
Kellogg
Lakeland Joint
Lewiston
Marsh Valley
McCall-Donnelly
Meridian
Twin Falls
West Bonner County

Schools identified for improvement

Below are the schools identified for improvement in 2004-05. ** indicates Improvement Year 2 and * indicates Improvement Year 1.

Boise
Les Bois Junior High School*
Mountain Cove High School**
Riverglen Junior High School*
South Junior High School*

Meridian
Centennial High School**
Eagle Academy**
Eagle Middle School**
Meridian Middle School**
Mountain View High School*

Kuna
Kuna Middle School**

Pocatello
Franklin Middle School*
Irving Middle School**

Plummer/Worley Joint District
Lakeside High School**
Lakeside Middle School**

Snake River
Idaho Leadership Academy**

Blackfoot
Blackfoot High School**

Shelley
Shelley Senior High School*

Blaine County
Hailey Elementary School*

Basin District
Idaho City High School**

Lake Pend Oreille
Farmin-Stidwell Elementary School**
Sandpoint Middle School*

Idaho Falls
Skyline Senior High School**
Taylorview Junior High School**

Bonneville
Rocky Mountain Middle School**
Sandcreek Middle School**

Nampa
East Valley Middle School*
Iowa Elementary School*
Nampa Senior High School**
Skyview High School**
West Middle School**

Vallivue
Vallivue High School**
Vallivue Middle School**

Cassia County
Burley Junior High School**
Burley Senior High School**

Mountain Home
Mountain Home Junior High School**
Mountain Home Senior High School**

Fremont
South Fremont Junior High School**

Emmett
Emmett Junior High School**

Gooding
Gooding Middle School**

Jerome
Jerome High School**
Jerome Middle School**

Valley District
Valley K-12 School**

Coeur d'Alene
Canfield Middle School*

Potlatch
Potlatch Jr.-Sr. High School**

Shoshone
Shoshone High School*

Madison
Madison Middle School*

Minidoka County
East Minico Middle School**
Minico Senior High School**

Lewiston
Jenifer Junior High School**

Lapwai
Lapwai Junior-Senior High School**

Homedale
Homedale High School*

Payette
Mc Cain Middle School**
Payette High School**

Fruitland
Fruitland Middle School*

American Falls
Hillcrest Elementary School*

Teton County
Teton Middle School**

Twin Falls
Robert Stuart Junior High School**
Vera C. O'Leary Junior High School**

Buhl
Buhl Middle School*

Idaho School for the Deaf and Blind**

Below are the schools that were in Improvement Year 1 in 2003-04 and made AYP in 2004-05. If the schools make AYP in 2005-06 they will no longer be identified for improvement. If they don't continue to improve in 2005-06, they could move to Improvement Year 3.

Boise
East Junior High School
Fairmont Junior High School
West Junior High School

Meridian
Crossroads Middle School

Pocatello
Highland High School

Snake River
Snake River High School
Snake River Junior High School

Idaho Falls
Clair E. Gale Junior High School

Boundary County
Boundary County Junior High School

Nampa School
South Middle School

Notus School
Notus Junior-Senior High School

Fremont County
South Fremont High School

Jefferson County
Rigby Junior High School

Oneida County
Malad Middle School

Kellogg
Kellogg Middle School

Weiser
Weiser Middle School

Federal, Idaho sanctions

Districts	Schools
Improvement Year 1 Create a two-year plan to improve	Improvement Year 1 Offer choice; create two-year plan to improve
Improvement Year 2 Continue implementing improvement plan	Improvement Year 2 Offer choice; Continue implementing improvement plan; offer supplemental services to eligible students

Idaho School Report Card 2004-05

AYP reports show 57% of schools, 38% of districts reach state goals

Fifty-seven percent of Idaho schools and 38 percent of school districts and local education agencies met the state’s academic goals for 2004-05, according to Adequate Yearly Progress (AYP) reports released in August by the State Department of Education.

“We encourage the public to look at a school’s or district’s entire report to review its annual progress,” said Marilyn Howard, Superintendent of Public Instruction. “Schools and districts can be identified for improvement for missing a single goal, so a review of the report provides a more comprehensive picture of how all students are doing.”

Monitoring schools’, districts’ progress

The state and nation’s goal is for 100 percent of students to be proficient in reading and math by 2013-2014. Nine years from that goal, Idaho stands at 83 percent of students proficient in reading and 78 percent of students proficient in math. The percentage of students meeting those goals is up from 2004, when 81 percent of students were proficient in reading and 76 percent were proficient in math.

Each year, the state tracks the progress of schools and districts toward reaching the 100 percent goal. Monitoring for 2005 included three significant changes:

- An increase in the expected proficiency levels from 66 percent to 72 percent in reading and from 51 percent to 60 percent in math;
- The inclusion of students in fifth and sixth grades, about 38,000 students, bringing the state into full compliance with federal and state accountability rules that require testing in grades 3 through 8 and 10th; and
- The inclusion of graduation rates in the monitoring of districts' and high schools' progress toward the state's 90 percent graduation goal.

With those changes, the percentage of schools meeting all AYP goals in 2005 dropped to 57 percent from 87 percent in 2004. The percentage of districts meeting all AYP goals in 2005 dropped to 38 percent from 58 percent in 2004.

Major ethnic groups as well as children with special learning needs are counted separately and each must do well in order for schools and districts to meet expectations.

“It is not surprising to see the percentage of schools and districts not meeting goals change in light of the significant increase in expectations,” Howard said. “Missing just one of the 41 targets places a school or district on a list.”

Local districts are expected to direct their resources to assure that all students meet the established targets on a continuous basis.

Howard said the reports help draw attention to the resources teachers and schools will need to advance the learning for students with barriers such as a language other than English and disabilities.

“These students will need intensive attention from a highly qualified teacher,” Howard said. “That individualized approach will require additional resources.”

Identifying schools, districts for improvement

Adequate Yearly Progress reports are central to state and feder-

Idaho Adequate Yearly Progress 2004-05

How did schools do?

601 received AYP reports

- 340 (57%) met all 41 AYP goals
- 261 (43%) missed 1 or more goals

Of the 261 that missed AYP

- 88 have missed for more than one year and are in improvement status and must offer choice
- Of the 88, 46 advanced to Improvement Year 2 status and must offer choice and supplemental education services to eligible students
- The remaining that missed for their first year are on alert and face no sanctions

How did districts do?

118 received AYP reports

- 45 (38%) met all 41 AYP goals
- 73 (62%) missed 1 or more goals

Of the 73 that missed AYP

- 47 have missed for more than one year are in improvement status
- Of the 47, 32 advanced to Improvement Year 2 status
- The remaining that missed for their first year are on alert and face no sanctions

al systems to hold schools and districts accountable for meeting academic goals.

A school or district that misses a goal for more than one year can be identified for improvement in three academic areas: reading, math, and a third indicator (graduation for high schools and language usage for elementary and middle schools.)

Each level of improvement carries sanctions that become progressively more severe the longer the school or district is in improvement status.

Of the 261 schools that did not make AYP in 2005, 88 are in improvement status and face sanctions. That is an increase of 17 schools from 2004. The remaining schools that did not make AYP are on “alert” status, meaning they must make all goals in 2005-06 to avoid sanctions.

Of the 73 districts or local education agencies that did not make AYP in 2005, 47 are in Year 1 or Year 2 Improvement status and face sanctions.

Implementing sanctions

All 88 schools identified for improvement must offer their students the opportunity to transfer to another school if one is available within the district.

Last year, 20 students statewide transferred.

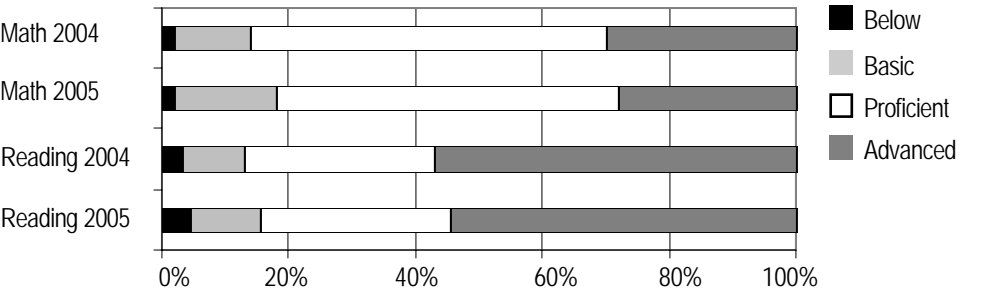
The 46 schools that advance to Improvement Year 2 status must offer eligible students the option to access extra tutoring.

The extra tutoring, also called supplemental education services, is limited by funding and local districts will contact parents of eligible children about the options available in their district.

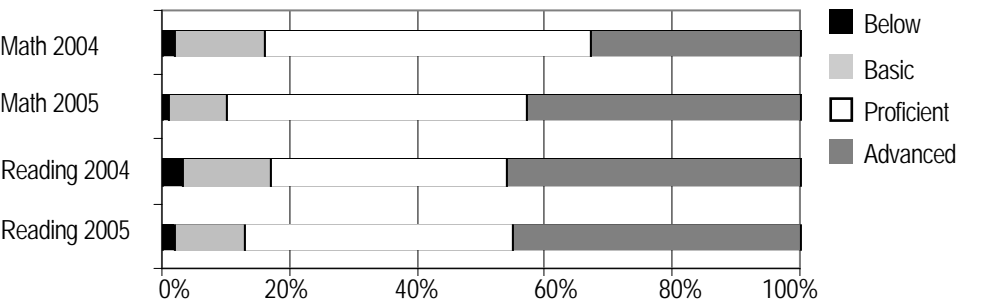
The 47 districts identified for improvement must create or continue to implement two-year plans to improve.

Federal education law requires states to report the results of the assessments used to determine Adequate Yearly Progress (AYP). Those reports must include every student tested; be reported by grade level; indicate the percentage of students reaching each proficiency level; include subgroups included in AYP monitoring. Assessment results must include males, females, and migrant student subgroups. States must show the most recent two-year trend data. Complete assessment reports for the state, its districts, and schools are available online at www.sde.state.id.us/dept.

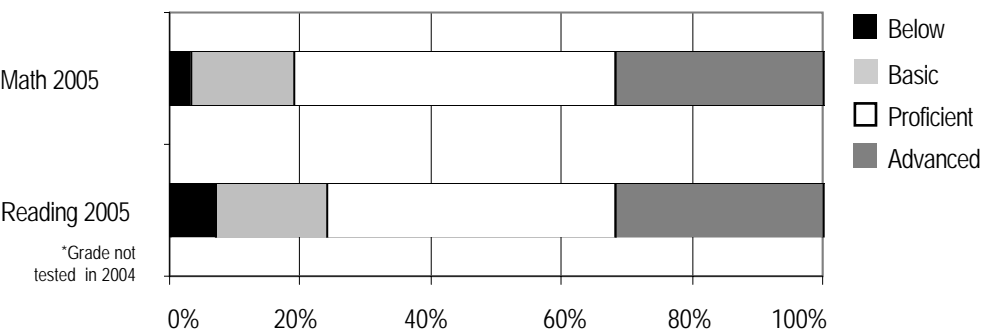
Third Grade Overall



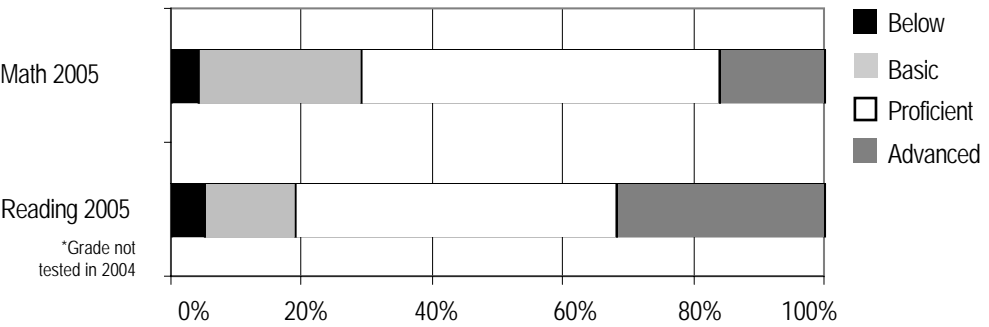
Fourth Grade Overall



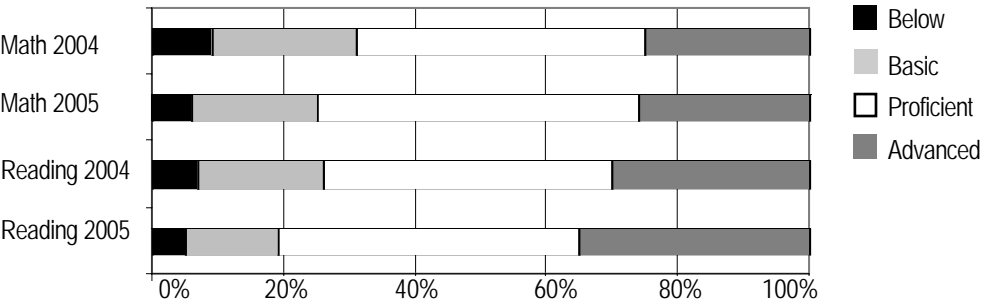
Fifth Grade Overall*



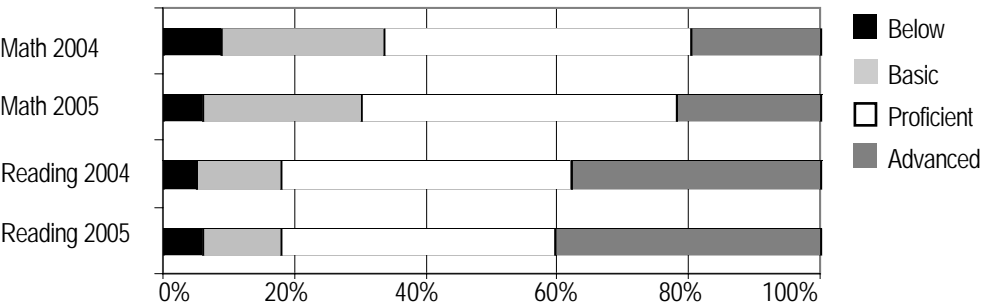
Sixth Grade Overall*



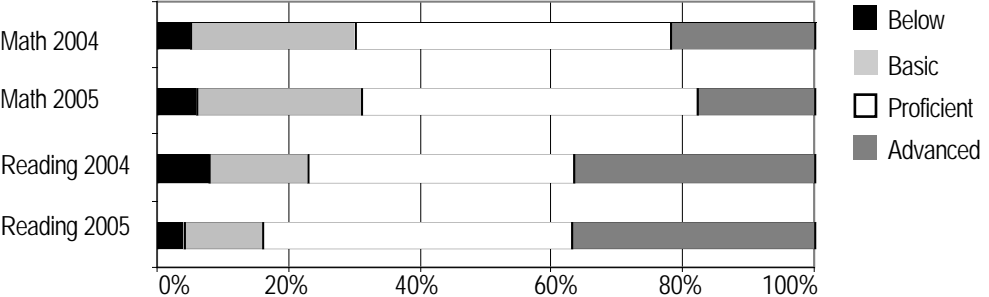
Seventh Grade Overall



Eighth Grade Overall



Tenth Grade Overall



Highly Qualified Teachers (HQT)

Federal law requires states to report on the percentage of teachers who are highly qualified and the percentage who teach in high poverty schools. This information was unavailable at presstime, but will be included in full state report card posted on the department's website. For more HQT information, see pages 6-7.

Idaho's HOUSSÉ is shown on the right.

<p>(5) Advanced Degree/National Board Certification in Assigned Teaching Area</p> <p><i>100 points for advanced degree or NBCT</i> ____ points</p>	<p>5. I have documentation that I have earned an advanced degree (masters/doctorate) or a National Board Certification in my assigned content teaching area (elementary, early childhood, special education, secondary content area, etc.). ____ Yes ____ No</p>
<p>(6) Credits Earned in Assigned Teaching Area</p> <p><i>40 points</i> ____ points</p>	<p>6. I have documentation that I have earned at least twelve (12) semester credits in my assigned content teaching area (i.e., math, reading, science, elementary content, etc.) for which I do not currently hold a certificate/endorsement. ____ Yes ____ No</p>
<p>(7-8) Idaho Educator Technology Assessment and/or Idaho Comprehensive Literacy Course/Exam <i>20 points for answering "yes" to questions 7 and/or 8 (#8 required for elementary and special education)</i> ____ points</p>	<p>7. I have documentation that I passed an Idaho Educator Technology Assessment. ____ Yes ____ No</p> <p>8. I have documentation that I passed the Idaho Comprehensive Literacy course or assessment <u>required</u> for elementary and special education. ____ Yes ____ No ____ NA (I am a secondary teacher NOT teaching reading)</p>
<p>(9) Ongoing Professional Development</p> <p><i>15 clock hours/1 semester credit = 9 points per year Maximum = 45 points</i> ____ points</p>	<p>9. I have documentation that I participated in ongoing professional development in the last five years <u>related</u> to my assigned content teaching area (i.e., standards/assessment development, data analysis, curriculum development/alignment, publications, mentoring, supervising instruction, college/university credit, etc.). Credits earned for #6 do not count for #9. ____ Yes ____ No</p>
<p>(10) One Year of Contracted Teaching Experience in Assigned Teaching Area</p> <p><i>9 points per year of experience Maximum = 45 points</i> ____ points</p>	<p>10. I have documentation that I have at least one year of full-time contracted teaching experience in my assigned content teaching area in an Idaho <i>OR</i> out-of-state K-12 school. ____ Yes ____ No</p>
<p>(11) Related Work Experience <i>3 points per year of experience Maximum = 30 points</i> ____ points</p>	<p>11. I have documentation of at least one year of work experience related to my assigned content teaching area (i.e., paraprofessional, tutor, day care provider/teacher, chemist, accountant). ____ Yes ____ No If yes, describe relationship of work experience to assigned content teaching area:</p>
<p>(12) Advanced Degree Related to Assigned Teaching Area(s)</p> <p><i>25 points per degree Maximum = 25 points</i> ____ points</p>	<p>12. I have documentation that I have earned an advanced degree <u>related to but not in my assigned content teaching area</u> (i.e., curriculum and instruction, administration). ____ Yes ____ No</p>

Minimum of 100 + points = Highly Qualified

In-service events

The 2005 October in-service days are Oct. 6-7. Below are some of events happening statewide.

Idaho Council of Teachers of Mathematics 2005 Conference, University of Idaho, Moscow. Contact David A. Thomas, University of Idaho, 1 (208) 885-6740

League of Schools and Idaho Association of Bilingual Educators joint professional development conference. Century High School, Pocatello. For information, email medelori@isu.edu, or zimmer-char@isu.edu, phone 1 (208) 282-3202 or 1 (208) 282 -5382.

Kindergarten Teacher Conference. Double Tree Riverside Hotel, Boise. For information contact Vikki Reynolds at 1 (208) 345-1171, or visit www.idahoeta.org/IASCD.

Idaho Council for Exception Children Annual State Conference, Sun Valley. For information, contact Sherrie Bosserman at sbosserman@homeinternet.net or 208-344-1761.

History and Social Sciences Conference, When Worlds Collide: Worlds Together, Worlds Apart, Boise. For information contact Linda Barker at Linda.Barker@Boiseschools.org or 1 (208) 287-2171.

Idaho Council of Teachers of English - Conference, Twin Falls. For information contact Tami Mahlke at MahlkeTa@tfstd.k12.id.us.

Idaho Library Association Fall

Conference, Red Lion, Pocatello. For information, visit: <http://www.idaholibraries.org/conferences/index.htm>

Great Rift Science Symposium and Idaho Science Teachers Association Annual Conference, Idaho State University, Pocatello. For information visit: <http://www.georgewright.org/greatrift.html>.

Idaho Business Education Association Teacher In-service, Red Lion and Twin Falls High School, Twin Falls. Contact: Angie Neal, (208) 334-3216, email: aneal@pte.idaho.gov.

Idaho Arts Education Association Conference, "Outside the Lines: Inside Our Borders". Owyhee Plaza, Boise. For information contact pegfiske@yahoo.com or visit the website: <http://www.geocities.com/idaheart2/>

Idaho Association of Teachers of Language and Culture State Conference 2005, Capitol High School, Boise. For more information, visit: <http://www.iatl.org> or email: webmaster@iatlc.org

Indian Education Summit, Coeur d'Alene Tribal Bingo/Casino Hotel. For information contact Sherry McKnight at (208) 332-6890 or srmcknight@sde.idaho.gov.

Partnerships in Education 2005 Conference, Lewiston High School. For information visit www.lewistonpie.com

Brain Injury Association of Idaho's Family and Professional Brain Injury Conference, Boise, For information 1 (208) 342-0999 or visit www.biaid.org.

Answers to FAQs about HQTs in Idaho

Who must be reported as highly qualified teachers under the Elementary Secondary Education Act (ESEA) No Child Left Behind Act (NCLB) definition?

All Idaho teachers of core academic subject areas, as defined by the ESEA No Child Left Behind Act, Section 9101, who are currently teaching in Idaho public schools, including charter schools, must be reported.

What are the core academic subjects?

Core academic subjects include English language arts, reading, science, mathematics, visual-performing arts (music, visual arts, dance, and drama), foreign languages, government and civics, history, economics, and geography.

When must teachers of core academic subjects meet the NCLB federal definition of being designated as highly qualified?

By the end of the 2005-2006 school year, all Idaho public school elementary and secondary teachers of core academic subjects must be highly qualified.

What is meant by "certification" in Idaho?

State certification means a person holds a valid Idaho Interim (three-year, non-renewable), Secondary, Elementary, Exceptional Child, or Early Childhood-Early Childhood Special Education Blended Certificate. Standard Idaho certification requires: 1) the completion of an approved teacher preparation program within an in-state or out-of-state accredited college/university, or 2) the completion of an Idaho state-approved alternative certification program, and 3) meeting or exceeding the qualifying score(s) on the required Idaho state-approved assessment(s) (content area, pedagogy, and/or performance-based) for the requested teaching area (s).

Is state funding impacted by NCLB highly qualified teacher requirements?

No. State funding is contingent on

teachers being properly certified for the subjects they teach.

What federal requirements must special education teachers meet?

Special education teachers must meet the requirements outlined in Individuals with Disabilities in Education Act.

Does a teacher with a misassignment or who is a consultant specialist meet the NCLB highly qualified requirement?

No, teachers with a misassignment or who are a consultant specialists do not meet the NCLB highly qualified requirement. These designations expire as of July 1, 2006. New alternative routes go into effect on that date.

Does having an endorsement in a teaching area to which a teacher is assigned meet the NCLB highly qualified requirement?

Yes, having an endorsement in a teaching area to which a teacher is assigned meets the highly qualified requirement as well as state certification requirements.

Do the NCLB highly qualified requirements apply to professional-technical teachers?

The NCLB highly qualified requirements do not normally apply to teachers of professional-technical non-academic subjects. The NCLB highly qualified requirements would apply to professional-technical teachers only if a professional-technical subject counts as a core academic subject (example: applied mathematics counting as a mathematics requirement).

Are early childhood teachers subject to the highly qualified teacher elementary level requirement of NCLB?

NCLB teacher qualification requirements apply to early childhood teachers if a state requires early childhood as part of its elementary and secondary school system. Idaho does have this requirement. Idaho requires early childhood teachers (pre-K-3) to have valid Idaho Early Childhood/Early Childhood Special Education Certification.

NCLB

Continued from Page 6

In fall 2006, districts will be reporting the HQT status of their staff to the state.

Sanctions

Districts and the state are working toward the NCLB goal of having all Title I (effective 2002) and all non Title I core teachers by 2006 to be HQT.

The state will monitor districts' progress toward the annual goals and identify districts for "improvement" when progress is not made for two consecutive years.

Consequences

NCLB requires that parents be notified when their child is taught by a non HQT teacher in a core subject for a long period of time. It does NOT require that student be given the choice of another teachers.

Districts identified for HQT improve-

ment (two years of not making progress) must create a plan to improve.

After the third year of not making progress on HQT, the district must:

- ▶ Enter into an agreement with the state about how to spend its professional development funds (Title IIA);
- ▶ Use professional development strategies and activities approved by the state;
- ▶ Be aware that the district's ability to hire paraprofessionals with its Title I-A funds is limited.

NCLB does not directly require districts to fire non-HQT teachers.

Resources

Districts are to use their federal Title II-A funds to assist with strategies and activities to address HQT issues.

Meeting the HQT requirement is among the highest priorities for the use of Title II-A funds at the local level.

Department of Education staff changes

Farley, McKnight, Weaver retire from state service

Tom Farley has retired from the Department of Education. For the past 19 years, Farley has assisted the Department as the math and science coordinator, then as Bureau Chief for Curriculum and Accountability, then Federal Programs, and most recently as Bureau Chief, Bureau of Accountability, School Choice and School Improvement.

Farley is succeeded by Pat White, Director of Outreach Programs.

Other recent retirees include Rodney McKnight, who has retired from Pupil Transportation Supervisor after nine years of service, and Beth Weaver, Driver Education Specialist.



Farley



McKnight



Weaver

Jones named chief deputy superintendent

Jana Jones is the new Chief Deputy Superintendent, succeeding Bob West, who retired earlier this year.

Jones has assisted the department in various capacities throughout the past 16 years. She first joined the department as Special Education Consultant from 1989 to 1995. In 1995, she moved to the regional Special Education office at Idaho State University, and then moved to back to the department as Bureau Chief of Special Education in 2000. In 2004, she became a Deputy Superintendent, and at West's retirement, was promoted to Chief Deputy Superintendent.

Prior to joining the department, Jones taught special education in the Idaho Falls School District. She ran and operated her own progressive day school in Idaho Falls, and was infant/toddler coordinator for the Department of Health and Welfare, Region VII. Jones also served as the administrator in the Office for Children for Gov. Cecil Andrus.

Jones earned her bachelor's and master's degree in Special Education from Utah State, and a doctorate in Educational Leadership from Idaho State University.



Jones

Hill named deputy

Tim Hill was named Deputy Superintendent at the State Department of Education. Hill has been with the Department for eight years, and has served as a Supervisor and as the Bureau Chief for Pupil Transportation and School Finance. Hill oversees the Bureau of School Support Services, which includes Child Nutrition Programs, Drivers Education, Pupil Transportation, and School Finance.



Hill

White leads bureau

Pat White of the Department succeeds Tom Farley as Bureau Chief, Bureau of Accountability, School Choice, and School Improvement. White has



White

served the Department as Mathematics and Science Coordinator and most recently as the Outreach Programs Coordinator.

Healy to coordinate school improvement

Margo Healy joins the department as School Improvement Coordinator in the Bureau of Special Populations. Healy brings with her over 25 years of teaching, curriculum and professional development from the Caldwell School District. Healy has worked for the Consortium on Reading Excellence (CORE) and the Lee Pesky Learning Center providing technical assistance to public schools.

Healy earned her bachelor's degree at the University of Oregon, and her masters in Education, Special Education, from the University of Idaho. She is currently enrolled in Boise State's doctoral program.



Healy

Reberry joins Title I

Sherawn Reberry is the department's new Title I Supervisor. Reberry first joined the department in 2005 as the Educational Technology Specialist. She then moved to the ISIMS projects as Professional Development Director, before moving to the Title I division of the Bureau of Special Populations.

Reberry taught Title I in Twin Falls School District and fourth grade in Kimberly for five years. She holds a bachelor's degree in Elementary Education from the Boise State University, a master's degree in Education, Instructional Technology, and a doctorate in Education in Educational Leadership with a n emphasis in Educational Technology from Idaho State University.



Reberry

Simpson named networking specialist

Corey Simpson is the department's new networking telecommunication specialist. Simpson has been with the department for almost two years, and was previously working on the ISIMS project as the implementation coordinator. In his new position with the department, he will be working closely with the districts and with the Idaho Council for Technology in Learning (ICTL), gathering data and presenting it to the ICTL.

Prior to joining the department, Simpson taught language arts and social studies at Harold B. Lee Middle school for two years, then became the Technology Coordinator for the School district for six years.

Simpson holds a bachelor's degree in Elementary Education from Brigham Young University and a master's degree in Instructional Technology from Utah State.



Simpson

Glenn picked for drivers education position

Kelly Glenn is the new Drivers Education Specialist, replacing Beth Weaver who retired. Glenn has worked for department for five years as a program assistant. Prior to joining the department, Glenn taught Drivers Education for 16 years.

Glenn earned her bachelor's degree in secondary Physical Education from the University of Idaho.



Glenn